

The Jumble Sale

Teaching Notes Author: Liz Miles

<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>bags, buy, car, children, dad, junk, lot, mum, old, out, put, sad, saw, toys, went, with</p>
	<p>Tricky words</p> <p>all, counted, home, jumble, looked, money, oh, played, said, sale, something, spring-cleaning, their, they, things, threw, time, wanted, was, were, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning*) Hide the title and look at the cover. Ask: *What are Chip, Biff and Kipper doing? Where are they?*
- C** (*Prediction*) Ask the children what they do with old toys and to guess what the title will be. Read the title to the children.
- C** (*Clarifying*) Talk about your experiences of jumble sales or other kinds of sales where there are lots of old things to buy.

Strategy check

Remind the children to use their knowledge of phonics to work out new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If children have difficulty with words such as 'cleaning' (page 1) and 'counted' (page 13), encourage them to identify the syllables in the words first then sound out and blend the phonemes.
- C** (*Clarifying*) Encourage the children to draw extra information from the pictures and to read the poster on page 9.

Assessment Check that children:

- work out new words by looking for words within words, e.g. 'draw/er', 'some/thing' and identifying the number of syllables in the word
- use a range of strategies to work out new words.

Returning to the text

- C** (*Questioning, Clarifying*) Turn to page 7. Ask: *Why are the children sad?*
- C** (*Clarifying*) Turn to pages 14–15. Ask: *Why do the children look happy now?*
- W** On page 14 look at the word 'What's'. Ask: *What is the 's' short for?*
- C** (*Summarising*) Ask children to describe what happened to the children's toys.

Group and independent reading activities

Objective Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words. Use capital letters and full stops when punctuating simple sentences.

You will need to write the following on the board:

Mum looked in a
Dad threw things
It was time to

The children were
they counted their
“What’s in the bags?” said

W Ask the children to look through the book and complete the sentences, by adding the endings.

- Prompt them to finish with full stops and use capital letters, if necessary.

Assessment Can the children find the sentences in the book?

Objective Recognise automatically an increasing number of familiar high frequency words.

W Read the sentence on page 10.

- Write ‘something’ on the board.
- Ask the children how many short words they can find in this longer word (‘so’, ‘some’, ‘me’ ‘met’, ‘thin’, ‘in’, ‘thing’).
- Encourage children to choose another word from the text and to write down what words they can find within words.

Assessment Do the children recognise short familiar words within other longer words, e.g. ‘what’?

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

W Ask the children to find words that they had difficulty with.

- Ask them to find them in the book and copy them down, taking care to spell them correctly.
- Invite a child to point to one of their words in the book and try to decode it by sounding each phoneme. If they still have difficulty, ask other children for ideas on how to work out the word.

Assessment Do the children suggest a number of different strategies?

Objective Visualise and comment on events, characters and ideas, making imaginative links to their own experience.

C (*Questioning, Clarifying, Imagining*) Discuss what a jumble sale is and if any of the children have been to one. Perhaps they have been to a car boot sale or bought something from a white elephant stall at a fete.

- Ask the children to sit in a circle and, in turn, complete the sentence ‘I would give...to a jumble sale because...’
- This can be repeated with the sentence ‘I would never give...because...’
- Are the children able to give reasons for their choices?

Assessment Do the children use information from their own experience?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Ask the children what usually happens to their old clothes and toys. Ask: *Who thinks it was good that the children bought back their things? Who feels sad when their old toys are thrown out?*
- In turn, invite children to be Biff or Chip in the ‘hot seat’, while the others ask them questions about the jumble sale and why they bought back their old things.

Writing activities

Objective Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences.

- Ask: *Which toy would you never want to part with? Why is it so special to you?*
- Encourage children to write a few sentences explaining why a toy is important to them and how they would feel if it was sent to a jumble sale or they lost it.
- Remind them to describe the toy first.
- Ask: *Which toys would you be happy to give away?* Write a sentence on the board, e.g. 'I would give... to the jumble sale because...'

Ask the children to suggest words to fill the gaps in the sentence.

Model how to work out correct spellings, and reread the completed sentences to check they make sense.

Encourage each child to write a sentence saying what they would give to a jumble sale.

Assessment Do the children remember to use capital letters and full stops?

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